II. BASIC CONCEPTS OF RACE & ETHNICITY

H. Race and Ethnicity and Social Definitions/Social Construction of Reality

1. Video: Youtube: “Black Guy Breaks into a Car”

2. How could we explain the different reactions of police and bystanders to this “experiment/making a point video”?

I. Group Assignment:

1. What could be done to change the social definitions/social construction of this situation so that the race/ethnicity of a potential car thief did not matter?

2. What are the obstacles to the changes you propose?

A. __________________________: systematic, planned destruction of a racial, political, or cultural group; systematic annihilation or attempted annihilation of a people based on their presumed race or ethnicity

1. Example: the __________________________ to wipe out Jews, Gypsies and other minorities

B. __________________________: involuntary movement of a minority group

1. Example: moving __________________________ from the Southeastern states to Oklahoma during the 1800s

B.2. Combination of genocide and population transfer: __________________________: the creation of ethnically homogeneous territories through the mass expulsion of ethnic populations; a policy of population elimination, including forcible expulsion and genocide

3. Example of Ethnic Cleansing: __________________________, with previously intermixed and intermarried Serbs, Croats and Muslims being separated forcibly into different regions

C. __________________________: the policy of economically exploiting minority groups by using social institutions to deny them access to full benefits of citizenship

1. Examples:
a. ____________________ in South Africa, with blacks forced to work for whites in mines and on farms

C.1.b. ______________________ in the U.S.; after the end of slavery, whites continued to own land and blacks received very low payments for their labor and were in perpetual debt to former plantation owners

C.2. ______________________: practices of keeping racial and ethnic groups physically separate, thereby maintaining the superior position of the dominant group; enforced separation of racial or ethnic groups under internal colonialism

3. Example: ______________________ in many parts of the U.S. had separate schools, restrooms, and water fountains until the 1950s and 1960s

D. ______________________: acceptance of a minority group by a majority population, in which the new group takes on the values and norms of the dominant culture

1. ______________________: the idea that ethnic differences can be combined to create new patterns of behavior drawing on diverse cultural sources; the view that Americans of various background would blend into an ethnic stew

D.2. ______________________: English, Irish, German, Scandinavian, and other European descendants have all been melted into U.S. culture and society

3. ______________________: Native Americans forced to attend boarding schools and not allowed to learn their own languages

E. ______________________: a model for ethnic relations in which ethnic groups retain their independent and separate identities yet share equally in the rights and powers of citizenship

1. Example: Coexistence of diverse groups in the ______________________

F. ______________________: condition in which ethnic groups exist separately and share equally in economic and political life

1. Example: ______________________ with French, German, and Italian groups

IV. RACIAL AND ETHNIC GROUPS IN THE U.S.

A. _________________: White Anglo-Saxon Protestants

1. _________________ immigrants

2. established the basic ______________________ of U.S. society in the original colonies

3. later immigrants faced need for ______________________: speak English, adopt Anglo culture

B. White _________________

1. Irish, Germans, Poles, Jews, Italians, other Europeans

2. ______________________ against by WASPs
3. pressured to adopt ______________________________

4. after ______________________________, children and grandchildren of these groups were incorporated into
the WASP group

C. African-Americans

1. originally came to the U.S. mainly as _________________

2. second largest minority group in the _________________

3. historical legacy of ____________________________ against this group

4. Civil Rights movement eliminated _____________________________ (hiring, housing, etc.)

C.5. educational and economic opportunities for African Americans have _________________

6. ____________________________ still exist: average incomes lower than white households; much more likely
to be victims of crime than are whites

7. William Julius Wilson and the effects of ____________________________ on African Americans

D. Latino Americans

1. ________________ from Mexico, Puerto Rico, Cuba, Central and South America

2. distinguishing characteristic of immigrants (but frequently NOT of children and grandchildren) is ________________

3. now the ____________________________ minority group in the U.S.

D.4. historically ____________________________ in California, Texas, New York, and Florida, but
increasingly spread throughout the U.S.

5. sharp ____________________________ differences between groups leads to a lack of unity between
members of this minority group

6. ____________________________ household incomes than white households

7. Major political issue: legal and illegal ____________________________ from Mexico and Central America

E. Asian Americans

1. very ______________________ group of immigrants from dozens of countries in Asia; Chinese, Filipinos and
Japanese descendants are the largest groups

2. long tradition of racism and discrimination against Asian Americans: forced to live in linguistic ghettos
called “ ____________________________ ”

E.3. ____________________________ for Japanese Americans during World War II

4. Asian Americans generally very ____________________________ educationally and economically in the
U.S.
F. Native Americans

1. about 2 million members today
2. initially peaceful relations with __________________________
3. U.S. policy shifted to genocide and population transfer to __________________________
4. current conditions of high rates of __________________________
5. current efforts at __________________________: develop a new intertribal identity as Native American

V. IMMIGRATION AND U.S. SOCIETY

A. One Current Concern: Are today’s immigrants being incorporated into U.S. society, especially those who do not speak English?

1. Rand Corporation study of Hispanic immigrants and language
2. learning English at the same rate as earlier immigrant groups

B. What should U.S. immigration policy be?

1. close the doors; no new immigrants
2. completely open: allow anyone who wants to move to the U.S. immigrate
3. maintain current policy of selective immigration (skilled workers and families of current U.S. residents)